



## EXECUTIVE SUMMARY: CRITERION 4 - TEACHING & LEARNING: EVALUATION AND IMPROVEMENT

### 4.A. THE INSTITUTION ENSURES THE QUALITY OF ITS EDUCATIONAL OFFERINGS.

SCC participates in multiple forms of program review to ensure educational quality.

The College participates in an external program review required by Nebraska's Coordinating Commission for Postsecondary Education (CCPE).

The College also uses a curriculum review process known as DACUM (Developing a Curriculum), wherein program curricula are reviewed every five years using a panel of current professionals in the field to help ensure that programs include current, relevant knowledge and skill development.

In 2022, the Institutional Research Office launched a Program Dashboard that provides program-level data and enhances the ability to develop data-informed plans for improvement. A plan to strengthen the College's program review process using this interactive dashboard will be implemented in 2023-2024.

SCC ensures the quality of transfer credit it accepts and exercises authority over the rigor of its courses.

The College has policies for evaluating and awarding transfer credit from institutionally-accredited institutions. SCC also participates in the Nebraska Transfer Initiative to ensure that statewide common courses are comparable in scope, quality, and intellectual rigor.

SCC uses standardized course syllabi templates and course information documents to assist in maintaining curriculum quality. Course syllabi are reviewed on a 3-year cycle to ensure relevancy.

The College ensures appropriate faculty qualifications by implementing HLC standards by program; ensuring alignment with its peers; complying with state requirements; and working with local industry.

SCC has many programs that maintain specialized accreditation, which ensures high-quality standards and enables graduates to be licensed or certified.

SCC uses the annual Graduate Report, the annual Strategic Plan Progress Report, and employer/program demand surveys to evaluate the success of its graduates through employment and transfer rates.

### 4.B. THE INSTITUTION ENGAGES IN ONGOING ASSESSMENT OF STUDENT LEARNING AS PART OF ITS COMMITMENT TO THE EDUCATIONAL OUTCOMES OF ITS STUDENTS.

SCC's assessment of student learning processes is driven by its Institutional Learning Outcomes (ILOs).

Established in 2019, the ILOs serve to align all assessment of student learning efforts at SCC to one set of common learning outcomes. The ILOs state that as a result of their learning experiences at Southeast Community College, students will be able to demonstrate:

- **CAREER & PROFESSIONAL READINESS**
- **INNOVATIVE AND CRITICAL THINKING**
- **EFFECTIVE COMMUNICATION**
- **COMMUNITY ENGAGEMENT & SOCIAL RESPONSIBILITY**
- **WELLNESS & RESILIENCY**

The ILOs are assessed annually through a multi-method approach using aggregated instructional/ program assessment data and co-curricular assessment data, CCSSE results, and graduate survey data.

- **General Education Learning Outcomes (GELOs):** SCC's GELOs are closely connected to the ILOs, but they include outcomes specific to SCC's general education program: the SCC Core. The General Education Team oversees both the SCC Core course makeup and the assessment of the GELOs utilizing standardized processes and common rubrics. Faculty submit course learning outcome data through SCC's Learning Management System.

- **Program Learning Outcomes (PLOs):** All degrees, diplomas, and certificates have PLOs identified and assessed by program faculty. Each program identifies measures of student learning that align with industry standards, transfer school expectations, and internal program goals. PLOs are mapped to the ILOs. In 2021-2022, more than 300 PLOs were assessed in support of the College's ILOs.
- **Co-curricular Learning Outcomes:** In 2021, SCC's faculty and the Student Affairs-driven ILO/Co-curricular Assessment Team developed a pilot process for assessing co-curricular learning outcomes that is grounded in SCC's ILOs. In 2021-2022, eight co-curricular programs were assessed: New Student Enrollment, TRiO/Student Support Services, Federal Work Study, Student Senate, Annual Speech Contest, International Education Week, SkillsUSA, and Student Organizations.

- Increasing the frequency of faculty assessment training
- Emphasizing assessment by regularly sharing and discussing assessment results
- Creating an assessment resource site for faculty in Canvas and providing assessment training materials and support in Nuventive
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## 4.C. THE INSTITUTION PURSUES EDUCATIONAL IMPROVEMENT THROUGH GOALS AND STRATEGIES THAT IMPROVE RETENTION, PERSISTENCE AND COMPLETION RATES IN ITS DEGREE AND CERTIFICATE PROGRAMS.

### SCC uses the information gained from assessment to improve student learning.

Results of SCC's assessment of student learning processes have informed changes to assessment processes, curriculum, pedagogy, student support, and modification of learning outcomes and assessment tools.

GELO assessment results have been used to improve the overall assessment process, use of a common rubric, faculty training, and courses.

Program assessment results have been used to inform improvements at the department level for the last nine years. With the shift to Nuventive in 2019-2020, the College's ability to aggregate and compare data across programs has significantly improved.

Co-curricular assessment results have been utilized across the Student Success and Instructional divisions to inform programming focused on the ILOs.

### SCC HAS MADE PROGRESS IN EXPANDING ITS ASSESSMENT PROCESSES:

- Reorganizing assessment oversight for better integration with institutional planning processes and establishing an Administrative Assessment Council to coordinate assessment efforts
- Purchasing and implementing a planning and assessment software solution, Nuventive, which allows the College to aggregate data to compare across departments and helps coordinate assessment and planning processes

### SCC has defined goals for student retention, persistence and completion

SCC's 2020-2024 Strategic Plan identifies targeted objectives related to engaged student learning; emotional intelligence and resiliency skills; learning outcomes attainment; advising processes; maximizing student success, retention, and completion; co-curricular learning opportunities; and student health and well-being.

SCC has implemented a number of institutional initiatives to improve student success, including: significantly expanding advising services; investing in advising and student enrollment technology; increasing the number of Student Affairs employees; adding new residence halls in Beatrice and Milford and the Academic Student Success Center in Lincoln; revising General Education Learning Outcomes; developing stackable credentials; and implementing the College's Quality Initiative on emotional intelligence and resilience for students.

### SCC collects and analyzes data on student retention, persistence and completion.

SCC participates in the Voluntary Framework for Accountability (VFA), a collection tool specifically designed for two-year colleges, and the Integrated Postsecondary Education Data System (IPEDS). This institutional data is used to develop reports on topics such as, grade distribution, course utilizations, an interactive Fact Book, and annual profile summaries. Other reports are available on the College's public website.